DOCUMENT RESUME

ED 418 698 IR 018 793

AUTHOR	MacFarland, Thomas W.
TITLE	Assessment of an Internet Training Program for Distance Education Adjunct Faculty.
PUB DATE	1998-04-00
NOTE	33p.; Paper presented at the Annual Conference of the National Adjunct Faculty Guild (4th, Chicago, IL, April 1998).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adjunct Faculty; Computer Literacy; *Distance Education; *Faculty Development; Higher Education; Instructional Material Evaluation; *Internet; Online Systems; Program Development; Skill Development; *Teacher Education; Training; *Videotape Recordings
IDENTIFIERS	*Nova Southeastern University FL; Technology Based Instruction

ABSTRACT

Recognizing that adjunct faculty in a distance education program may not have convenient access to campus-based training activities, a self-paced 12-week training program was developed by Nova Southeastern University (Fort Lauderdale, Florida). According to staffing by headcount, 63% of all faculty during Winter Term 1997 were part-time employees of the university. Twelve individuals in the Graduate Teacher Education Program participated in the project. At the beginning of the 12-week training session, participants received an instructional videotape which identified online training activities and a script of the videotape. Approximately two weeks into the project, participants were instructed to focus on structured laboratory exercises. Based on self-reported data, engagement in this program resulted in a 31% increase in skill with online utilities and other tools associated with the Internet. A summary of week-by-week activities is given, and two tables show the instructional video evaluation instrument results and pretest/posttest results. Recommendations are provided for improving the instructional videotape and training components. The Instructional Video Evaluation Instrument is included at the end of the document. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 418 698

ASSESSMENT OF AN INTERNET TRAINING PROGRAM FOR DISTANCE EDUCATION ADJUNCT FACULTY

Thomas W. MacFarland
Senior Research Associate

Nova Southeastern University
Research and Planning

A Presentation at the National Adjunct Faculty Guild's Fourth Annual Conference Chicago, Illinois

April 1998

IR 01 2793

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas W. MacFarland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SUMMARY

Recognizing that adjunct faculty in a distance education program may not have convenient access to campus-based training activities, a self-paced 12-week training program was developed by Nova Southeastern University's Senior Research Associate. Based on self-reported data, engagement in this program resulted in a 31 percent increase in skill with online utilities and other tools associated with the Internet.

- Nova Southeastern University embraces the use of technology as a means of supporting instruction.
- Resident full-time faculty have the opportunity to receive technology training during sponsored campus-based events.
- Access to technology training activities may be more difficult for adjunct faculty who are often removed from campus life during regular business hours.
- The difficulty adjunct faculty have regarding access to technology training is especially important when considering that, by headcount, over 60 percent of all faculty at the University are not full-time employees, but are instead adjunct faculty.

BACKGROUND

The University

- Nova Southeastern University was chartered by the State of Florida in 1964 as Nova University of Advanced Technology, and in 1967 a charter class of 17 Ph.D. students enrolled at the University.

- The University is located in Florida's most urban area, with 4.5 million permanent residents in South Florida (*Florida Estimates of Population: April 1, 1997*, 1998).

- Field-based programs further extend the University's outreach throughout Florida and at 73 cluster locations in 22 other states in the United States and 14 sites in six foreign nations, including the Bahamas, Canada, Israel, Jamaica, Panama, and Germany (*Directory of Off-Campus Classes*, 1997).

- From an initial enrollment of 17 graduate students, the University has closely followed Florida's explosive growth.

- Serving nearly 25,000 individual students during Calendar Year 1997, the University reported a Fall Term 1997 headcount enrollment of 15,782 students to the United States Department of Education

(*Integrated Postsecondary Education Data System Fall Enrollment Survey, Form EF-1*; 1997), with most students attending classes in South Florida:

- 83 percent of all students attended class in Florida:
  - 67 percent attended class in South Florida's tri-county area.
  - 16 percent attended class in other Florida counties.
- 17 percent of all students attended class in another state or at an international location:
  - 12 percent attended class in other states.
  - 5 percent attended class at international locations.

- The University experienced a 53 percent increase in cumulative yearly credits from Calendar Year 1992 to Calendar Year 1996.
- Growth is due in part to the University's Mission Statement and an emphasis on the adult learner and the use of technology in teaching modality.

Adjunct Faculty at NSU

- Based on staffing by headcount, 63 percent of all faculty during Winter Term 1997 were part-time employees of the University.

- However, as identified in *Criteria for Accreditation* (1996, p.49), the Southern Association of Colleges and Schools recently established prescriptive accreditation criteria that mandate that "the number of part-time faculty members **must** be properly limited."

- Although the Commission on Colleges of the Southern Association of Colleges and Schools has not yet offered final judgment on the University's use of adjunct faculty, it is evident that the University faces new challenges in the integration of adjunct faculty into the overall faculty matrix and the delivery of services to students by a majority adjunct faculty.

- This issue is significant to the University in that, due to distance away from campus-based resources, it is increasingly difficult and expensive for the University to support the learning resource needs of adjunct faculty who reside away from convenient access to campus-based facilities.

- At a broader level, as the use of distance education increases at other colleges and universities, this problem is not at all unique to the University, but is instead pervasive throughout the profession. Universities must find creative ways to support the educational needs of faculty, including adjunct faculty in field-based programs.

Problem Statement

- Recognizing that many faculty did not have convenient access to the full suite of educational materials needed for curriculum development and scholarly research, such as library and learning resource materials, the University uses technology as an appropriate way to address this problem.

- The University's investment in technology is considerable. In Fiscal Year 1997-98, technology in its many forms will represent approximately five percent of the University's budget.

- Through the use of telecommunications, this infrastructure is ostensibly available to all faculty, regardless of campus-based status, field-based status, full-time status, or adjunct status.

- However, there was compelling evidence that adjunct faculty did not use this technology-based medium to access library and learning resource materials:

  - Analyses of *Self-Study* survey results revealed that adjunct faculty offered ratings that were lower than full-time faculty on statements relating to satisfaction with online access and technology-based library services.

  - In an audit of access to the University's host computer:

    - All full-time faculty in the target group had been online, to use the University's host computer within <u>three days</u> of when this audit was conducted.

    - Only seven percent of all adjunct faculty in the target group had been online to use the University's host computer within <u>30 days</u> of when this audit was conducted.

Causes and Effects of the Problem

- It is suspected that the reason for the discrepancy between full-time faculty and part-time faculty is that part-time faculty do not have the same degree of access to training and related support mechanisms as are available to full-time faculty and staff.

    - Before this project was implemented, the University offered during one complete month 16 hours of formal technology-based training on topics that would enhance access to library and learning resource materials available in digital format.

    - Training was offered exclusively on the University's Davie campus during Monday to Friday business hours.

- The effect of this problem is that a large number of faculty and support personnel do not access the computing infrastructure the University purposely developed as a means of complying with accreditation criteria related to the availability of library and learning resource materials.

- Even though personnel in field-based locations may find other means of access to these materials, the University is explicitly required to provide access and continuous training to all faculty, including adjunct faculty.

- Perhaps even more important, the University is also required to address statements in *Criteria for Accreditation* (1996, p.55), that incorporate the need for a technology-based orientation in access to learning resources, where "emphasis should be placed on the variety of contemporary technologies used for accessing learning resources."

Purpose of This Project

- This project attempted to address the problem that adjunct faculty do not regularly use the University's technology infrastructure.

- This project encompassed the development and assessment of training activities for adjunct faculty and related support personnel, focusing on the skills these professionals need to access the wide variety of library and learning resource materials available in digital format.

- The University must comply with accreditation criteria related to:

  - the use of adjunct faculty

  - the practice of distance education

  - the task of providing library and other learning resource materials to all faculty

Because adequate library and other learning resources and services **are essential** to teaching and learning, each institution **must** ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered (*Criteria for Accreditation*, 1996, p.56)

- the responsibility that it "**must** include an orientation program designed to teach new users how to access bibliographic information and other learning resources" (*Criteria for Accreditation*, 1996, p.56).

- Further, the Southern Association of Colleges and Schools, in *Criteria for Accreditation* (1996, p.61), mandate that training is to be a continuous, ongoing activity:

> A reliable data network should be available so that students, faculty, and staff may become accustomed to electronic communication and familiar with accessing national and global information resources. There **must** be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements **apply** to all programs wherever located or delivered.

USE OF THE INTERNET IN HIGHER EDUCATION

Development of Online Information Systems

- Computing is generally perceived to have begun only 50 years ago, when the University of Pennsylvania first demonstrated the Electronic Numerical Integrator and Computer (ENIAC) in 1946 (The Associated Press, 1996),

- ENIAC and other mainframe computers of the 1950s and the 1960s were standalone machines that were usually dedicated to mathematically-oriented calculations for business and military use (Jennings, 1990).

- Beginning in the 1970s the United States government sponsored online information systems that were purposely designed to support collaboration and information transfer across wide computer networks (Rutkowski, 1995a):

    - Advanced Research Projects Agency Network (ARPAnet),

    - Defense Advanced Research Projects Agency (DARPA).

- These defense and university research computing systems have since evolved into what is commonly referred to as the Internet, a distributed confederation of autonomous networks (Rutkowski, 1995b).

The Need for Faculty Training

- Although there are many individuals in the field who champion the educational value of the Internet and other online information systems, there is a preponderance of anecdotal evidence that the absence of formal training opportunities for faculty is the greatest impediment for acceptance and subsequent use of the Internet in higher education:

    - American businesses invested over $2 billion in technology training in 1994, while 90 percent of the teachers in America identified that they were self-taught in the use of technology (Gehl, 1995).

    - The Florida Postsecondary Education Planning Commission (1995) recognized that training is all too often neglected, and mandated that at least 20 percent of all funds awarded for the use of telecommunications in education should be used for training both faculty and student learners.

METHODOLOGY

Selection of Training Participants

- This project was designed to assess the potential value of a prototype self-paced training program on use of the Internet and other online information systems for adjunct faculty and facilitators.

- The target group was restricted to personnel associated with the University's Graduate Teacher Education Program.

- There are over 400 available adjunct faculty in the Graduate Teacher Education Program and an equally large number of part-time support personnel who facilitate courses.

- This initial training endeavor was purposely restricted in focus to participants with some online experience at the University's host computer, even if experience was limited.

- Eventually, 18 individuals agreed to participate in this project.

- The training program was offered during July-September 1996. Participants in the training program were widely distributed throughout Florida, reflecting the geographic dispersement of the Graduate Teacher Education Program.

- This geographic dispersement and lack of face-to-face contact with campus-based support personnel largely modeled the detached real-world conditions participants experience when attempting to learn the intricacies of online computing from home.

Instructional Products

- At the beginning of the 12-week training session, participants received an instructional videotape and a script of the videotape. With a running time of approximately 1.5 hours, the videotape addressed the following online training activities:

    - Identify workstation components needed to go online from distant locations.

    - Access the University's host computer by means of telecommunications.

    - Use electronic mail to send and receive information.

- Upload a previously prepared file to the University's host computer.

- Download a file from the University's host computer to a personal computer.

- Use the University's Electronic Library to search ERIC, Dissertation Abstracts, and other educationally-oriented databases.

- Manage files on the University's host computer with simple UNIX® shell commands.

- Use Internet tools (lynx, gopher, ftp, ncftp) to transfer reference information from distant host computers to the University's host computer.

- Use online tools to search for and monitor Usenet Newsgroups of scholarly interest.

- Use online tools to search for and subscribe to listserv electronic mail discussion groups of scholarly interest.

■ Approximately two weeks into the project, participants were instructed to focus on structured laboratory exercises, which concentrated on:

- Electronic mail
- File transfer
- Online libraries and information systems
- World Wide Web

Timeline of Training Activities

- This project involved participation in training activities by a group of professional educators who had no structured face-to-face contact during the training period. A summary of week-by-week activities may be useful to offer clarity to the many tasks associated with this project:

Week(s)	Participant/Trainer Activity
1 and 2	Initial viewing of the training videotape
	Participants received all four laboratory exercises through U.S. mail
	Completion of *Self-Assessment of Online Computing Skills*, as a pretest assessment

	Completion of *Instructional Videotape Evaluation Instrument*
3 and 4	Laboratory activities associated with the use of electronic mail (mail, pine, and elm)
5 and 6	Laboratory activities associated with file transfer through use of ckermit, filetran, and ftp
7, 8, and 9	Laboratory activities associated with the University's Electronic Library (el) as well as access to library and learning resource materials at other host computers on the Internet
10 and 11	Laboratory activities associated with the World Wide Web, including reference to HTML programming
	Completion of *Self-Assessment of Online Computing Skills*, as a posttest assessment
12	Summary discussions through electronic mail

Persistence and Attenuation

- Although 18 participants originally agreed to participate in the project, three participants did not complete the pretest and instead immediately withdrew from the training program.

- Of the remaining 15 participants, three participants withdrew sometime during the 12-week training program, yielding posttest data from 12 of the original 18 willing participants.

- Accordingly, the 33.3 percent withdrawal rate for this voluntary training program was in parity with expected norms (Knapper, 1990).

RESULTS

Table 1

Instructional Videotape Evaluation Instrument Results

Quality Indicator	N	Median	Mean
Content			
Accurate	8	4	4.5
Useful	7	4	4.6
Bias-Free	8	4	4.8
Instructional Plan			
Stated the Objectives	8	4	4.6
Content Presentation	8	4	4.3
Learner Application	8	4	4.8
Learner Reflection	8	4	3.9
Met the Objectives	7	4	4.7
Learner Interaction	8	4	4.2
Integration - Learning Environment	8	4	4.5
Technical Production			
General Video Design	8	4	3.9
Focused on Intended Content	8	4	4.5
Visual Quality	8	4	3.6
Audio Quality	8	4	4.6
Audio-Visual Relationship	8	4	4.0

Note. The rating scale for this instrument was 1 = Poor to 5 = Exceptional. The grand mean was 4.5

Table 2

Pretest and Posttest Results

Statement	Pretest			Posttest		
	N	Median	Mean	N	Median	Mean
Identify workstation components needed to go online from distant locations	12	4	4.0	11	4	4.5
Access the University's host computer by means of telecommunications	12	4	4.1	12	4	4.6
Use electronic mail to send and receive information	12	4	3.9	12	4	4.6
Upload a previously prepared file to the University's host computer	12	3	3.4	12	4	4.3
Download a file from the University's host computer to a personal computer	12	3	3.5	12	4	4.3
Use the University's Electronic Library to search ERIC, Dissertation Abstracts, and other educationally-oriented databases	12	4	3.6	12	4	4.5
Manage files on the University's host computer with simple UNIX® shell commands	12	3	2.7	12	4	4.1
Use Internet tools (lynx, gopher, ftp, ncftp) to transfer reference information from distant host computers to the University's host computer	12	3	2.6	12	4	3.9
Use online tools to search for and monitor Usenet Newsgroups of scholarly interest	12	3	2.3	12	4	3.8
Use online tools to search for and subscribe to listserv electronic mail discussion groups of scholarly interest	12	2	2.3	12	4	3.8

Note. Statistics are from the 12 participants who completed both the pretest and the posttest. Data from the three participants who completed the pretest but later withdrew from the project are not included in this table. However, data from these three participants were included in a separate analysis and there was no significant change in pretest results when they were included in group totals.

The rating scale for this evaluation tool was 1 = No Skills to 5 = Exceptionally Skilled. The mean for all pretest ratings was 3.2 on the five-point Likert scale. The mean for all posttest ratings was 4.2 on the five-point Likert scale. Based on self-reported data, engagement in this 12-week training program resulted in a gain from Mean = 3.2 to Mean = 4.2, for a 31 percent increase in skill with online utilities and other tools associated with the Internet and other online information systems.

RECOMMENDATIONS

Instructional Videotape

- The videotape focused exclusively on the computer screen. Although it is important to present screen images, more variety would have been helpful. Future iterations of this videotape should include variety in screen presentations.

- The videotape could have been enhanced by greater clarity of screen images, particularly for prompts and other images along the outer edges of the screen, which is slightly curved. Future iterations of this videotape should use an electronic device to capture screen images in digital format. The readability and focus of screen images will then be of the highest possible quality.

Training Components

- The training videotape and accompanying videotape script demonstrated online connectivity through use of MS-DOS and an IBM compatible computer. Because of rapid changes in the computing industry, online connectivity should also be presented with a Macintosh personal computer and an IBM-compatible personal computer using Windows 95.

- The University is considering ways to decrease the support cost for online connectivity, in part by encouraging participants to use the services of a local Internet Service Provider. This extra level of complexity may be problematic for some users. Future training activities should include presentations on the use of local Internet Service Providers.

- The *pine* electronic mail program is the default mailing system in the Graduate Teacher Education Program. Although this program is very useful, it is simply not as robust as the *elm* electronic mail program. Greater emphasis should be placed on the use of *elm*, especially for faculty and students in computer-mediated majors where heavy use of electronic mail is expected.

- Even though participants all had prior experience with the University's computing infrastructure, pretest results indicated that participants had only moderate skill with uploading and downloading of files. Posttest results indicated considerable gain in this area. Because file transfer is such an important activity for successful use of the online environment, this component should be expanded, to equally demonstrate the multiple transfer of files when using the MS-DOS 8.3 file naming sequence.

- Participants were quite enthusiastic with their use of the University's Electronic Library. However, this tool is dynamic and constantly changing in terms of format and available databases. Future training activities should always strive to present the Electronic Library in full detail, identifying the many available databases and online ordering functions.

- The UNIX® operating system was developed in 1969 and since 1973 (when it was rewritten in the C programming language), it has been widely used, although often in the background, at most Universities with host computers on the Internet (Lewis, 1994). Training on use of UNIX® shell commands should be prepared as a separate component, to accommodate participants with entry-level skills in the use of online computing, until they develop better skills and confidence levels.

- At the time this project was attempted, many users at the University were unable to use Netscape, which supports graphics. Graphics has become more pervasive as the University's computing system was upgraded. Future training activities should include a component on Netscape and other leading graphical browsers. The convenience of a graphical interface tends to induce many non-users to accept the Internet and other online information systems as a medium for communication, research, and curriculum development.

- Usenet Newsgroups and listserv electronic mail discussion groups provide useful roles as media for communication among professionals. Further training needs to be directed toward these media, to meet the current and evolving needs of faculty and students.

CONCLUSION

Role of Distance Education at the University

- The University has over a quarter-century of experience in distance education. Adjunct faculty have been integral to the success of these distance education programs.

- Online telecommunications has been a component of distance education at the University since the early 1980s, well before most in the profession had ever heard of the Internet.

- However, the University may soon experience severe challenges from other colleges and universities, with the Internet serving as the medium by which these potential competitors reach students.

Integration of Additional Training Opportunities

- The growing abundance of quality information-rich resources available on the Internet demands that the University must continually examine training and computing infrastructure requirements needed for successful use of the Internet and other online information systems.

- Although training opportunities are made available when faculty and students are assembled on campus or at cluster sites, this project provided evidence that it may be equally desirable to provide self-paced training materials, to accommodate faculty and student needs when these participants are removed from convenient access to campus-based support.

- Effective May 1998, the University will have additional staff visit all distance education sites to offer training for students and adjunct faculty removed from the Davie Campus.

REFERENCE LIST

The Associated Press. (1996, February 12). "Computer is Counting the Big 5-0: Cumbersome and Costly, ENIAC Shocked the World Into the Computer Age in 1946." West Palm Beach, Florida: *The Palm Beach Post*, p. 10A

Criteria for Accreditation. (1996). Decatur, Georgia: Commission on Colleges of the Southern Association of Colleges and Schools.

Directory of Off-Campus Classes. (1997). Fort Lauderdale, Florida: Nova Southeastern University.

Florida Estimates of Population: April 1, 1997. (1998). Gainesville, Florida: University of Florida, Bureau of Economic and Business Research.

The Florida Postsecondary Education Planning Commission. (1995). *Progress in Implementing Challenges, Realities, Strategies: The Master Plan for Florida Postsecondary Education for the 21st Century*. Tallahassee, Florida.

Gehl, J. (1995, September 28). *Edupage*. [On-line]. Available: E-mail from <edupage@elanor.oit.unc.edu>.

Jennings, K. (1990). *The Devouring Fungus: Tales of the Computer Age*. New York: W. W. Norton and Company.

Knapper, C. (1990). *Audio-Teleconferencing in Distance Education: The Waterloo Experience*. (ERIC ED 350 987).

Lewis, P. (1994). *A Very Brief Look at UNIX History*. [Online]. Available: <http://www.cis.ohio-state.edu/hypertext/faq/usenet/unix-faq/faq/part6/faq-doc-2.html>.

Rutkowski, A. (1995a). *Bottom-Up Information Infrastructure and the Internet*. [Online]. Available: <http://info.isoc.org/speeches/upitt-foundersday.html>.

Rutkowski, A. (1995b). *Internet Survey Reaches 6.6 Million: Internet Host Level First Half 1995 Growth is 37 Percent*. [Online]. Available: <http://info.isoc.org/infosvc/press/020895press.txt>.

United States Department of Education. (1997). *Integrated Postsecondary Education Data System Fall Enrollment Survey 1997, Form EF-1*. Washington, D.C.: National Center for Education Statistics/IPEDS.

Instructional Video Evaluation Instrument

APPENDIX A

Video Title: _____

Name of Evaluator: _____

Phone: _____ Date: _____

Please rate the video according to the following quality indicators by CIRCLING one response for each item. Please use the attached sheets for narrative comments.

Poor → Exceptional

Content

1 2 3 4 5 **1. Accurate**
Was the content of the video accurate and up-to-date? If not, then the video is not ideally suitable for learning. There may be portions of the content that should NOT be used, as well as sections that are usable.

1 2 3 4 5 **2. Useful**
Was the context of the video generally useful? The video should stimulate, motivate and inform the learner to act on the information that was being presented. Will you incorporate the ideas presented into your life?

1 2 3 4 5 **3. Bias-Free**
Was the video bias-free, including stereotyping with regard to age, sex, ethnicity, race, physical impairment, values, dress, language, or social class?

Instructional Plan

1 2 3 4 5 **4. Stated the Objectives**
Did the video begin with a motivating introduction to stimulate interest? Were the objectives or key elements made clear in the introduction?

1 2 3 4 5 **5. Content Presentation**
Was the content detail controlled to promote understanding? Did the video simplify complex tasks and avoid introducing extraneous information? Did it try to cover too much material or introduce too much detail?

1 2 3 4 5 **6. Learner Application**
Did the video suggest methods for the learner to apply the newly acquired knowledge? Were suggestions for practice of what's being discussed considered? Practice can be designed into the overall program design as well as into the video itself.

1 2 3 4 5 **7. Learner Reflection**
Did the video allow for learner reflection? Was reflection, silence, or time allowed for the learners to react to a scene or statement? It is also important for the facilitator to interact with the student to provide feedback on the learner's application of the material.

1 2 3 4 5 **8. Met the Objectives**
Did the video meet the learning objectives and needs of the learner? Did what was being visually depicted fit the learning objectives? As in the introduction, people also remember the last things that are presented in a program, therefore, did the video have the key learning elements repeated in the summary or conclusion.

Poor → Exceptional

1 2 3 4 5 **9. Learner Interaction**
Was the video conducive to learner interaction? Videos can often be used to promote active learning.

1 2 3 4 5 **10. Integration into the Learning Environment**
Can the video be easily integrated into the learning environment by adding emphasis to or supplementing more traditional methods? Did the video bring remote experiences and places to the learner?

Technical Production

1 2 3 4 5 **11. General Video Design Characteristics**
Was the video well planned, organized, and structured? Was the technology transparent and non-threatening to the learner? Did the video demonstrate its ability to transcend space and time? The camera can go where the learner cannot and the video is an excellent medium for presenting information or demonstrations that are timely, however, care must be taken to prevent giving a false idea of reality.

1 2 3 4 5 **12. Focused on Intended Content**
Did the video avoid content not related to the subject matter stated in the introduction? Digressions could lead to confusion and may be a waste of video time.

1 2 3 4 5 **13. Visual Quality**
Is the camera looking at the scene from the learner's point of view? This is especially important when psychomotor skills are being taught. Did the scene changes appear to be appropriate? Were special effects used to enhance learning by drawing attention to specific attributes of what is being seen? Were varying types of camera shots, close-ups to long shots, used to provide variety in the video?

1 2 3 4 5 **14. Audio Quality**
Was the vocabulary of the narration appropriate for the intended audience? Was the speed of the narration slow enough to be understood? Was the music fitting for the visual effects or audio narration? Were background noises used that were conducive to learning? Were sound effects used to add emphasis to the visual tract of a video to enhance learning?

1 2 3 4 5 **15. Audio-Visual Relationship**
Was the audio-visual combined well? The audio and visual components should not contradict one another but complement each other. Was there a variety of differing types of sounds and visuals to attract and hold attention?

Copyright© 1993 by High Plains Intermountain Center for Agricultural Health and Safety (HI-CAHS)
Permission is hereby granted to users to duplicate this instrument for use in evaluating videos with appropriate credit given to High Plains Intermountain Center for Agricultural Health and Safety (HI-CAHS), Education & Training Program, Burt P. Beaudin, Ph.D., Team Leader, Colorado State University, Fort Collins, Colorado.

BEST COPY AVAILABLE

Self-Assessment of Online Computing Skills

Please review the following rating key and then mark or circle to the left of each item your level of skill relative to each statement.

RATING KEY	
1 No Skills	4 Very Skilled
2 Few Skills	5 Exceptionally Skilled
3 Moderate Skills	NA Not Applicable
	U Unknown or Unable to Answer

1 2 3 4 5 NA U Identify workstation components needed to go online from distant locations.

1 2 3 4 5 NA U Access the University's host computer by means of telecommunications.

1 2 3 4 5 NA U Use electronic mail to send and receive information.

1 2 3 4 5 NA U Upload a previously prepared file to the University's host computer.

1 2 3 4 5 NA U Download a file from the University's host computer to a personal computer.

1 2 3 4 5 NA U Use the University's Electronic Library to search ERIC, Dissertation Abstracts, and other educationally-oriented databases.

1 2 3 4 5 NA U Manage files on the University's host computer with simple UNIX* shell commands.

1 2 3 4 5 NA U Use Internet tools (lynx, gopher, ftp, ncftp) to transfer reference information from distant host computers to the University's host computer.

1 2 3 4 5 NA U Use online tools to search for and monitor Usenet Newsgroups of scholarly interest.

1 2 3 4 5 NA U Use online tools to search for and subscribe to listserv electronic mail discussion groups of scholarly interest.

Date _____ Name _____